



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, February 8, 2016 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Monday, February 8, 2016
6:30 PM

AGENDA
Regular Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, February 8, 2016, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. COMMITTEE/BOARD MEMBER ITEMS
- IV. STUDENT REPRESENTATIVE REPORTS
- V. SUPERINTENDENT'S REPORT
- VI. PUBLIC/STAFF COMMENT - (15 minutes)

NOTE: To indicate your desire to comment, please complete a request card at the meeting and turn it in to the Board Secretary before the meeting begins. See attached guidelines for providing input to the School Board.

Corvallis School District 509J

How to Provide Input to the School Board

Effective 09-15-15

The Corvallis School Board values the opinions and input of community patrons. As such, the purpose of this document is to provide general guidelines about how to make the most of your time when communicating with the School Board. The public may offer public testimony during certain School Board meetings or correspond in writing via email or U.S. mail, as outlined below.

I. Public Testimony

Members of the public have the opportunity to share their ideas and opinions with the Board during the agenda item labeled *Public Testimony*. These opportunities are offered only at certain School Board meetings.

To request the opportunity to offer public testimony

- A. Complete a *Request to Address the Board* card, which can be found on a table at or outside the entrance of the meeting room.
- B. Complete all requested information. The Board Secretary will notify you if any information has been omitted or is unclear.
- C. Be specific regarding the topic about which you wish to speak. The Board Secretary will contact you if the topic is unclear or too general.
- D. Give the completed Request to Address the Board card to the Board Secretary at the head table **before** the meeting begins.
- E. Failing to fully and clearly complete the card and/or to submit it to the Board Secretary before the meeting begins may affect your opportunity to testify at the meeting.

Rules for Public Testimony

1. If you're called to testify:
 - Proceed to the podium in front of the Board.
 - Only one person at a time will be allowed at the podium, with exceptions at the board chair's discretion.
 - State your name and the topic you will address before you begin.
 - This is a matter of public record and will not count against your time.
2. Direct your comments to the Board. The Board Chair will refer any questions or requests for action to the proper person for a response at a later date.
3. Keep your comments to the specified time allotted.
 - You will be signaled when you have 30 seconds remaining.
 - You will be signaled when your time is up.
4. If others have testified before you about the same issue, please state that fact and either decline to testify or limit your comments to points not already stated.

Corvallis School District

How to Provide Input to the School Board

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5. If a group wishes to speak:
 - Please designate one spokesperson for the group; that person will stand at the podium.
 - In order to maintain the meeting schedule, repetitious comments will not be permitted.
6. Speakers may offer objective criticism of district operations and programs but the Board will not hear complaints concerning individual district personnel.
 - Any such complaints must be handled following the steps outlined in policy KL and administrative regulation KL-AR, copies of which are available during meetings at which public testimony is allowed, or online at <http://policy.osba.org/corvall/KL/index.asp>.
 - Complaints regarding budget, programs, or other district issues also should be handled by first following the steps outlined in policy KL.
7. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The board chair may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Important information

- A. The board secretary will sort the *Request to Address the Board* cards, which are complete and were received before the meeting begins, into sets by topic, then will shuffle each set and place them face down at her place.
- B. When it is time for public testimony, the board secretary will draw one card from each set, in turn, and announce the name of the person who will be called up to testify.
- C. If you are called upon to testify, you will be allowed only a small amount of time to do so; usually three minutes are granted, but it could be less at the discretion of the board chair.
- D. If more testimony requests are submitted than can be accommodated during the allotted time on the board's agenda, you might not be called upon to provide your testimony. In that case, please refer to section II – Written Correspondence, should you wish to provide your comments in written form.
- E. When you testify, your name, address and testimony are matters of public record, except for student addresses.
- F. Although it is not required, you may wish to prepare a written outline for your comments or to write out your testimony in its entirety.

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How to Provide Input to the School Board

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- G. Although providing a written copy of your testimony is not required, should you wish to provide it:
- Please include your name, address and telephone number on the document.
 - You may either provide the board secretary with one copy of your written testimony to distribute at a later date, or you may bring 13 copies to the meeting for the board secretary to distribute to those at the head table.
 - One copy will be filed as part of the official board record.
 - The same holds true for any handouts you wish the board to receive.
- H. If you wish to submit a letter or any form of written comments:
- Copies will be provided to all board members and key staff members.
 - The document will be kept in the district office as part of the official board record.
 - Letters, emails and other written materials are considered public record.

II. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. In lieu of public testimony, you may send a letter via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Also, you may send an email to: schoolboard@corvallis.k12.or.us. This will send your e-mail to all board members at one time. Others who will receive emails sent to this address: superintendent, assistant superintendent, student services director, human resources director, finance and operations director, and executive assistant to the superintendent and board of directors.

III. Telephone Communication

Citizens also may contact board members by telephone:

Vincent Adams	541-738-4324 or 541-240-4055
Judy Ball	541-758-1671 or 240-997-1222
Bill Kemper	541-754-0943 or 541-740-0728
Alexis McQuillan	541-230-1342
Scott Newsham	703-855-1637
Chris Rochester	541-224-1880
Tom Sauret	541-758-2244



Corvallis

SCHOOL DISTRICT

VII. SPECIAL REPORTS

VII.A. World Language Update



Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Rynda Gregory, Coordinator, Student Services

Date: February 2, 2016

World Language Update

World language electives are provided for high school students to allow the opportunity for exposure to cultures across the world. In a globalized world such as ours opportunities and information that would have been closed to students because of the language barrier are suddenly open, and the possibilities of the international life are endless. A world language will help students learn more about life in other cultures as well as traits and concerns that transcend political boundaries.

All Corvallis students are required to complete credits in core subjects including math, reading, writing, science, social studies, and health. In addition, all students are required to take courses to broaden and deepen their knowledge base and perspectives.

All graduates are required to complete the following career education credits:
Applied/Fine Arts/Second Language 3 credits (any one area or combination)

Current Elective offerings

Corvallis High School and Crescent Valley High School

- Spanish
- French
- German

World Languages CSD509J

Corvallis High School

Crescent Valley High School

World Languages faculty

CVHS (3 fte)

Dana Loso**

Claudia Costagliola

Katie Myers**

Trudi Caster**

** presenting

CHS (3.67 fte)

Teddi Crotti

Jane Kiekel

Mary Skillings

Gloria Kussalanant

Amanda Filloy Sharp** (.83 DLI)

Katie Myers**

Trudi Caster**

Current courses offered

- Spanish 1, 2, 3, 4, AP (LBCC credit)
- German 1, 2, 3, 4, AP (+) (LBCC credit)
- French 1, 2, 3, 4, 5, 6
- Independent Studies
- Dual Immersion Program at CHS (presenting in April)

Students need World Languages

Increased

- attention span (20%)
- SAT scores (38-100 pts)
- standardized test scores (23-34 pts Math and L.A.)
- dense gray matter (.05 cubic mm)
- earning capacity (\$128 K over life)

<https://vimeo.com/77166262>

Current needs for Spanish (CV/CHS)

- Textbook adoption
 - Overdue
 - Organization
 - Technology (current digital tech.)
 - Best practices
- Updated supplemental materials
 - Current fee issue for students
 - Workbook and web
- Language lab *maintenance* at CHS
- Language lab *rehabilitation* at CVHS
 - Diagnostics
 - Upgrade

Current needs for French (CV/CHS)

- Textbook adoption
 - Overdue
 - Initial condition
 - Technology (current digital tech.)
 - Best practices
- Equitable implementation
 - Class size
 - Student travel between campuses
 - Impact on other classes

Current needs for German (CV/CHS)

- Textbook adoption
 - Overdue
 - Initial condition
 - Technology (current digital tech.)
 - Best practices
- Equitable implementation
 - Class size
 - Student travel between campuses
 - Impact on other classes
 - Teacher accessibility for support
- More requests than we can accommodate
- Scheduling conflicts (singeltons)

Conclusion

- Rigorous programs
 - Up to 16 college credits (per language)
 - AP test credits
 - Seal of biliteracy
- Proposed solutions
 - Textbook adoption
 - Language lab updates
 - Increased FTE
- 2012 Cambridge research found:
 - “Bilingual people are better able to tolerate differences and find solutions to conflicts.”



Corvallis
SCHOOL DISTRICT

VII.B. Career and Technical Education Update



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Rynda Gregory, Coordinator, Student Services

Date: February 2, 2016

Career and Technical Education Update

Career and Technical Education electives are provided for high school students to ensure that all students, whether planning to join the workforce immediately after high school or pursuing higher education, are equipped with the skills needed for success.

All Corvallis students are required to complete credits in core subjects including math, reading, writing, science, social studies, and health. In addition, all students are learning in applied learning classrooms (CTE) and building the following skills:

- Communication- demonstrating effective writing and oral skills
- Collaboration- working as part of a team
- Critical thinking- problem solving using real world applications

All graduates are required to complete the following career education:

Career Development .5 credit

Applied/Fine Arts/Second Language 3 credits (any one area or combination)

Current Elective offerings

**open to students at both sites*

Corvallis High School

- Automotive*
- Woodworking
- Metal Works
- Photography
- Digital Media

Crescent Valley High School

- Pre-engineering
- Metal Works
- Woodworking
- Graphic Design

College Hill –not approved courses

- Horticulture
- Engineering I & 2
- Applied math, partnership with Woodcastle

CSD Theaters – not approved course

- Performing Arts/Theater Technician

Current Extracurricular offerings

- F.I.R.S.T. Robotics CHS team 997
- F.I.R.S.T. Robotics CVHS team 995

Career and Technical Education

CSD509J

Corvallis High School

Crescent Valley High School

CTE faculty

CVHS (3.25 FTE)

Adam Kirsch

Josh Armentano

Ric Costin

Debra Zeller

Keith Moses

Victoria Eastwood

CHS (3 FTE)

Rob Duvall

Kevin Skillings

Jayce Giddens

Current Programs Offered

- CHS – Automotive, Manufacturing, Photography
- CVHS – Pre-Engineering, Digital Imaging, Culinary Arts, Design & Applied Arts, Information Systems

Current needs for CTE at CHS

- Covered walkway for students
- Equipment
 - Maintenance
 - Computers
- Staff FTE

Current needs for CTE at CVHS

- Classroom space
 - Addition or new building
 - Computers
- Staff FTE

Conclusion

- Future Work/Proposed solutions
 - Build walkway –CHS
 - Add classroom space - CVHS
 - Invite underserved demographics, and female students
 - Explore potential pathways – more courses
 - Work with ODE to approve courses
 - Work with local businesses for apprenticeships
 - Work with LBCC



Corvallis
SCHOOL DISTRICT

VII.C. Instructional Technology Recommendations



INSTRUCTIONAL TECHNOLOGY

Recommendations 2016





AGENDA

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- Tech-Ready Classrooms
- K-8 Device Recommendation
- K-12 Software Recommendation
- K-12 Staff Support Recommendation
- K-12 PD Recommendation
- High School Recommendation



TECH-READY CLASSROOMS

- Laptop
- Projector
- Document Camera
- Interactive White Board
- K-8 Audio Enhancement
 - A District-wide Analysis will occur to develop a prioritized implementation list. Ongoing tech-ready funds are included in our 4-year plan.
- **Budget \$45,000**



K-8 RECOMMENDATION

- Complete K-8 1:1 Deployment

- 936 Devices

- 2015-16 Budget: \$431,798

- **2016-17 Recommendation: \$388,440**

* This plan would potentially take the current middle school devices (3 years old) and deploy them at the elementary level. The long-term plan includes a replacement cycle that begins in 2017-18.

- 93 Carts

- Adds Carts in all 6-8 Classrooms *More details will be provided at the board meeting.

- 2015-16 Budget: \$36,100

- **2016-17 Recommendation: \$93,000**



K-8 RECOMMENDATION

- **Software Support**

- 2015-16 Budget: \$11,500

- **2016-17 Recommendation: \$14,700**

- **Certified Staff Support**

- 2015-16 Budget: \$103,400

- TOSA 1.17 FTE

- **TOSA 2.0 FTE (K-12 Support)**

- **2016-17 Recommendation: \$180,000**



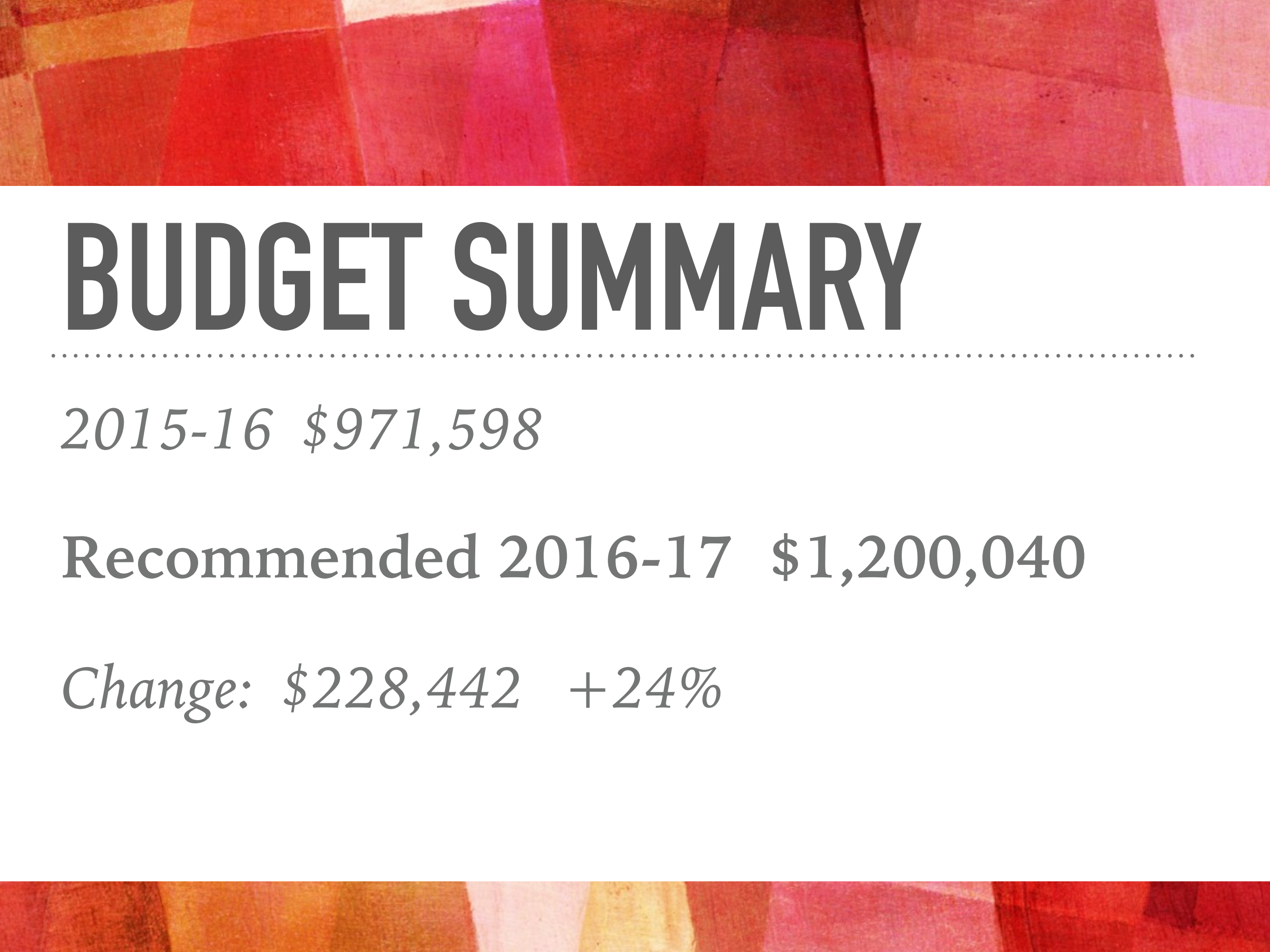
K-8 RECOMMENDATION

- **Classified Staff Support**

- 2015-16 Budget: \$338,800
 - SPOC 7.69 FTE
- 2016-17 Recommendation: \$438,900
 - SPOC 9.54 FTE (6.5 hrs @ ea 1:1)

- **Professional Development**

- 2015-16 Budget: \$50,000
 - 2016-17 Recommendation: \$40,000



BUDGET SUMMARY

2015-16 \$971,598

Recommended 2016-17 \$1,200,040

Change: \$228,442 +24%

THE NEXT FOUR YEARS

2017-18 \$1,195,720 (-\$4,320)

- *Continue to replace hardware for Tech-Ready Classrooms*
- *Replace 25% of total devices (4-year replacement cycle)*
- *Maintain TOSAs (allow for COLA)*
- *Maintain SPOC (allow for COLA)*
- *Maintain PD Release Time*

THE NEXT FOUR YEARS

2018-19 \$1,195,206 (-\$514)

➤ *Decrease PD Release Time (-\$10,000)*

2019-2020 \$1,195,297 (+\$91)

➤ *Decrease PD Release Time (-\$10,000)*

2020-2021 \$1,210,994 (+\$15,597)

➤ *Maintain PD Release Time*

- We are committed to including our high school's in our plan, however we need to continue to focus on building capacity and ensure that we select an appropriate device.
- The following slides outlines two potential options for us to move forward with a 9-12 deployment. The passing of a bond is no guarantee, therefore a more detailed plan that includes the financing of devices is included.
- The plan demonstrates the ongoing budget commitment to sustain tech ready classrooms and 1:1 devices in all schools.
- The 2016-17 plan would be altered to focus more on building readiness for high school implementation. We would wait to deploy devices in grades K-2. In this scenario, the high school deployment would occur in January of 2018.

HIGH SCHOOL 1:1

Two Options:

- *Purchase 2,165 devices with Facility Bond (Potential 2018-19)*
 - *\$1,517,500*
- *Finance Purchase over 4.5 years with 3% interest (Mid-Year Implementation)*
 - *\$346,881 / annually*

HIGH SCHOOL 1:1

If Financed

- 2016-17
 - Grades 3-5
 - 3.0 FTE TOSA
 - Increase K-12 PD
 - Budget \$1,190,598 (23% Increase)

HIGH SCHOOL 1:1

If Financed

- 2017-18
 - High School Grades 9-12
 - Decrease K-12 PD
 - Budget \$1,325,898 (11% Increase)

HIGH SCHOOL 1:1

If Financed

- 2018-19
 - Grades K-2
 - Decrease K-12 PD
 - Budget \$1,531,898 (16% Increase)

HIGH SCHOOL 1:1

If Financed

- *2019-20*

- *Decrease K-12 PD*

- *Budget \$1,609,398 (5% Increase)*

HIGH SCHOOL 1:1

If Financed

- *2020-21*
- *Maintain K-12 PD*
- *Budget \$1,741,098 (8% Increase)*



SUMMARY

K-8 Plan

- 1% of 2015-16 Budget (Total Funds) or 1.8% of General Fund

K-12 Plan(Fully Implemented by 2019)

- 1.6% of 2015-16 Budget (Total Funds) if financed or 2.6% of General Fund



Corvallis

SCHOOL DISTRICT

VIII. CONSOLIDATED ACTION

VIII.A. Minutes

VIII.A.1. January 19, 2016

MINUTES
Regular Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:31 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Vincent Adams Judy Ball Bill Kemper Alexis McQuillan Scott Newsham Chris Rochester, Chair Tom Sauret, Vice Chair	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director Ryan Noss, Student Services Director <u>STUDENT REPRESENTATIVES PRESENT</u> Samantha McDonald, College Hill Emma Nylin, CHS David So, CVHS
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Rochester led the Pledge of Allegiance.

III. SCHOOL BOARD RECOGNITION

Dr. Prince offered comments of appreciation on behalf of the District. Students and/or staff from all schools presented books they had purchased for their library collections in honor of the school board.

IV. COMMITTEE/BOARD MEMBER ITEMS

No one provided any comments.

V. STUDENT REPRESENTATIVE REPORTS

Student representatives provided highlights about the events and activities involving their schools.

VI. SUPERINTENDENT'S REPORT

Dr. Prince offered highlights from the past month and provided information regarding current and future initiatives.

VII. PUBLIC/STAFF COMMENT

Cindy Taylor and Jennifer Rodriguez, teachers at Adams Elementary School, advocated for the adoption of the Bridges math curriculum, which is on the agenda later in this meeting. They said they have been teaching that curriculum in their classrooms; they feel they've been really successful, and the students have had a great year in math. They said the curriculum is engaging and rigorous, and has brought the joy back to their classrooms. They explained why they felt this curriculum was superior over that offered by Engage New York, giving examples of some of the materials which were especially useful and how they applied to the variety of skill levels that exist in their classes.

Curtis Lending, 3606 NW Jameson Drive, Corvallis, said that last spring he had begged the Board to have more communication with the community, yet he received no response. He referred to comments he'd made during the October 5, 2015, Board meeting, during which his privilege of address was terminated for repeatedly straying into complaints against staff members. He opined that being prevented from criticizing staff is unconstitutional, and he offered an example of case law to support his position. He said that originally he had just wanted the right to criticize the superintendent; now, however, he wants the right to criticize all district employees. He referred to the District's policy BDDH – Public Participation, and commented on several points of it which he feels are unconstitutional.

VIII. SPECIAL REPORTS**A. Sustainability Efforts**

The following people presented information regarding Energize Corvallis and the Georgetown University \$5 million competition: Cassandra Robertson, Corvallis Environmental Center; Julie Williams, Corvallis High School (CHS) Teacher; Serita Sulzman, CHS student; Anya Callaghan, CHS student; Peg Cornell, Crescent Valley High School (CVHS) Teacher; Madison Boock, CVHS student.

Some of the comments made by Cassandra Robertson included:

- Energize Corvallis is a program of the Corvallis Environmental Center (CEC).

- CEC has been working on energy conservation for about 15 years.
- CEC started a program called Take Charge Corvallis to compete in the Georgetown University energy competition, which has a prize of \$5 million.
- It is a two year competition that ends December 31, 2106.
- We will be comparing energy use for 2014-15 and 2015-16 with baseline data from 2013-14.
- 50 communities are participating nationwide and we're currently ranked 10th.
- A final report will be able to really show how we're working with each other as a community.
- If we win, we plan to put \$150,000-\$250,000 into the community to be shared across all sectors.
- Ideas they have for how the District could spend the funds it receives include energy upgrades, hiring a sustainability coordinator, teaching students about resource conservation, professional development for teachers, and matching scholarships.
- Even if we don't win the prize it's still a win-win because consumers will save money and their homes will be more livable and comfortable.
- The District can get involved by making upgrades to facilities.
- Changing the type of lighting used in school parking lots will save about \$1,500 per parking lot in energy usage.
- The Take Charge Steering Committee, CEC and the City of Corvallis will partner to distribute approximately 12,000 LED lightbulbs to the community free of charge.
- We'd appreciate it if the District gave every student one LED bulb and educated them about the energy savings they can create by using it.
- Everyone can participate by saving energy at home; there's a list on the Energize Corvallis website of 80 actions anyone can take to start saving energy right away.

Some of the comments made by Peg Cornell, Julie Williams, Madison Boock, Serita Sulzman and Anya Callaghan included:

- Students in my environmental science classes always get to a point in the curriculum when they're examining the down and dirty of energy and invariably ask, "We're going to be OK, aren't we?"
- I want to encourage the Board to take even more action in our schools.
- Schools have been the place where social change has been created.
- CHS has a student club – the Green Club – that works to introduce sustainable practices in our school and hopefully in the community.
- Our goal was to get more solar onto CHS and we've been partnering with a solar cooperative, which will give us the money to put up to 100 kW on our roof; we'd pay the cooperative back over seven to ten years instead of paying the power company.
- It's really important to the student body, not just for what we think is financially right but also what's morally right and what makes sense for not only this year but many years to come.
- Our (students) generation is going to be dealing with this much more than any other.
- Students in my AP environmental science class are each adopting a school from the elementary and middle schools which feed into CVHS.

- CVHS students will help elementary and middle school students get their schools certified as green schools.
- The goal is to have every student participate in some form or fashion in the Take Charge competition.
- I went to Wilson Elementary School today with two fellow students. We talked with the teacher contact at the school and introduced a couple of ideas we'd like to implement there.
- My group's focusing on energy conservation and that will be presented via an assembly to the Wilson School student body; and we'll be putting up posters around the school.
- Also, we'll tell students what they can do to help at their school and at home.

Director Newsham drew the Board's attention to a document that had been provided under separate cover regarding the Sustainability Stewards Program. (It will be filed with the minutes of this meeting.)

He offered some comments, including:

- This document is a model that I found to be successful in the Alexandria School District.
- This process brought things together in a more formalized way and gave more standing to the individuals who were more passionate about the idea.
- The basic concept would have an individual sustainability steward in each school.
- We found that this model paid for itself many times over just in the first year.
- The idea behind this was to find out what's going on in our schools and community and bring the school district together on a common issue.
- There seems to be a lot of support by Corvallis School Board members.

Director Adams said that as students work on sustainability it cuts across all content areas and brings skillsets that the students will need in order to work on addressing the world's problems.

Ms. Boock and Ms. Sulzman gave examples of how this work has impacted their school experiences and their personal lives.

Chair Rochester said he will leave it to Directors Adams and Newsham to submit a formal proposal regarding the first steps of what the District may be able to do, including a recommendation of the order in which the actions would be carried out.

Director Adams said that he and Director Newsham led with the sustainability stewards program because they wanted to provide a suggestion for the District to implement quickly, as it will help the chances to win the Georgetown competition.

Directors Adams and Newsham will work with District administration to develop the proposal. Dr. Prince said she would identify some staff members to participate in creating the proposal.

B. Technology Update

Assistant Superintendent Kevin Bogatin, Technology Services Manager Rob Singleton, and technology TOSAs (teacher on special assignment) Britten Clark-Huyck and Robbie Faith provided a PowerPoint presentation. They referred to a detailed report and accompanying financial information that were sent to the Board under separate cover. (These documents and the PowerPoint presentation will be filed with the minutes of this meeting.)

Some of their comments included:

- In 2006, instructional technology was a programmatic focus of the Corvallis Community Vision for Education.
- Tonight's report is an operational update and about really coming back to the mission and vision of providing our students the most effective instructional tools to benefit our modern day classrooms and learners.
- By issuing students the same devices, we are making technology access and learning opportunities equitable.
- When fully implemented, all students will have the same tools aligned with teaching and designed to best support their learning.
- Comcast is increasing our bandwidth at our request; we will pay \$6 per student less per month and have five times more speed than we used to.
- We continue to be pleased with the federal government's 60% reimbursement through the E-Rate program, which provides discounted telecommunications, Internet access, and internal connections to eligible schools and libraries.
- We continue to use Casper and the JAMF Software Server (JSS), which is still considered the best for our environment.
 - ✓ Even in the throes of our issues, their technology support is some of the best that I've experienced with any vendor; that's something on which they pride themselves.
 - ✓ We had standing calls every morning to talk about the current problems and they would treat us like VIPs in hammering out solutions that worked for us.
 - ✓ I felt the vendor understood the urgency of the situation and were doing everything they could to help us.
 - ✓ Their product has had changes and updates to it; sometimes a change is rolled out the day after we talk about an issue, so it's clear this is bigger than just a Corvallis issue.
- We also rely on the Google administrator management system for some devices.
- We continue to evaluate management systems and we're still confident in staying with JAMF. We continue to maintain the schedule of a five-year replacement cycle for teachers and students.
- We have added two technology staff members to support the iPad program and enable quicker turnaround.
- We have a support staff member tracking and doing inventory of our devices; we'll be able to know exactly where our devices are at any given moment and what their condition is.

- The SPOCs (single point of contact) at each school are key positions that are able to respond quickly to teachers. They also enable efficient work when technology staff arrive at the buildings.
- We have a technology help desk for staff to call if they need assistance; it is staffed every day during business hours.
- Regardless of where a student is accessing his/her iPad, usage will be forced through our CIPA-compliant filter, although it's important to remember that no filter can filter out 100%.
- If a teacher wants to access sites that are blocked, his/her principal works with the technology services manager to make a decision based on how the site complies with district policy.
- When teachers want to obtain new apps we try to turn around their requests in a couple of days.
- I have learned how to leverage assistive technology for students in special education.
- I work with case managers and counselors to catch the kids who are at risk. That's been a really rewarding, powerful use of my .17 FTE.
- A challenge we've had this year is the slowdown of the iPad rollout at the middle schools. The solution was a little bit unorthodox in that we had to unblock all of Apple's IP addresses, which was unprecedented. It was an Apple requirement and something we'd never encountered with any other vendor.
- Another problem was students' ability to download all of the apps. Frankly, it was a nightmare and a very troubling time for us. To solve the problem, JAMF staff created some workarounds for our district and other districts.
- The scale of the problem was a little bigger in Corvallis. We kept doing a full-court press on our vendors, holding them accountable to deliver; our model was "we're not giving up – this is too important."
- There's a natural question of "how do we keep this from happening again?" We're asking Apple to provide some consultation to us as well as be onsite during our rollout. Also, Apple has announced some overhauls based on K-12 feedback that we want to be able to deploy without having an Apple ID. We're testing that on some internal devices and we'll consider piloting it at some schools next year.
- Our testing also includes the robustness of JAMF.
- I anticipate that we will have some problems next year but our vendors know that this is a do-or-die situation for them and I will continue to press them on that.
- We're in the midst of an adaptive challenge around how teachers teach in the classroom; it's creating a high level of disequilibrium for them. We expect this to be rocky but we're trying not to go over teachers' limits of tolerance.
- We don't expect this work in instructional technology to be perfect but we'll continue to work on it.

Director Ball asked what would be done, and by when, to address the lack of classroom technologies available at Garfield, Lincoln and College Hill in relation to the rest of the District's schools. Mr. Bogatin responded that staff will bring a budget proposal to the Board in February that will include bringing all classrooms up to the standard. Dr. Prince added that staff is pricing

out what it will take to standardize all classrooms; it may result in a recommendation from Dr. Prince to take care of it before the end of the year.

Responses to further questions from Board members included:

- A Smart Board has a five year warranty; some of the boards in use are out of warranty and the technology is starting to change; so, we're asking ourselves if that's the kind of technology to invest in.
- Every year schools have technology funds in their budget and some funds that come through the computer replacement cycle.
- Depending on the component we're talking about, projectors can last 10 years but it depends on our ability to get bulbs for them.
- Part of our standard is to provide professional development whenever we add technology to a classroom.

In response to a question from Vice Chair Sauret regarding the replacement schedule for iPads, Mr. Bogatin and Dr. Prince provided information, including:

- The base of our sustainable financial plan is for a four-year replacement cycle.
- Some of our devices are older and don't have some of the functionality that the new ones have but which is necessary to run the programs we have for students.
- We rotate iPads downward through all levels starting from high school.
- We might not need to replace the iPads in four years because the elementary schools might not need the sophisticated functionality that the higher grades do.
- We'll provide more detailed information in the report we will give at the February 8, 2016 Board meeting.

Director Adams complimented the quality of the report and said it would be good to share with the community. He noted that even before he was elected to the Board, the Board had been asking for a comprehensive evaluation of the 1:World program. He asked for a status report and whether or not we would be able to tell the community that we're getting the outcomes that we'd originally proposed; his concern about this issue has to do with the fact that we're going to go out to the voters for a levy.

Mr. Bogatin said that the advice from OSU's research department and also from national research is to not attach outcomes to devices; he'd like OSU's Martin Storksdieck to share more with the Board about this topic. Mr. Bogatin noted that the evaluation is scheduled for completion by the end of the school year and that the report is scheduled to be provided over the summer.

Director Kemper offered some comments including:

- As the Board's liaison to the Technology Advisory Committee (TAC), I think it is really good that this study is letting people voice the good and the bad and own what the District's going to be doing. They can be actively talking on our behalf.
- It's critical that we very clearly articulate the problems that we've had and how we have confronted them.

- We can't determine how many kids will graduate due to an iPad, like we can with the 5th year program.
- I like that this study is Corvallis-centric.

Chair Rochester added on to Director Kemper's comments by saying that methodologically it's very hard to establish cause and effect between devices and graduation rates.

Director McQuillan offered some comments and posed some questions including:

- It is very beneficial to talk about some of the problems we've had with iPads and Apple because, as a board member, I hear from parents about what's not working; it is very helpful for me to be able to see the process you've gone through to fix the issues.
- I still have questions about the number of kids, especially at the middle level, who don't have internet access at home:
 - ✓ How do we know who doesn't have it at home, and how do we make it accessible for them?
 - ✓ Why would teachers send homework that not everyone can do?

Information provided in response from Mr. Singleton, Ms. Clark-Huyck, Mr. Bogatin and Dr. Prince included:

- The first line to address this issue is the teacher, who would download the homework onto the device.
- If I (teacher) send something home, students will be able to work offline and when they return to school it pushes the homework back to me; I'm very clear with my students so there's no anxiety for them.
- Also, I stay in contact with my kids to find out who's having problems.
- Our biggest challenge is the apps that are not available offline; we need to educate our teachers that they can't ask our kids to do this type of homework.
- It's about leveling the playing field for all students.
- We have previously talked with the City of Corvallis about whether we could deploy our own Wi-Fi; we need to start up those conversations again.
- Also, we need to consider if it's possible to put our own strategic access points throughout the city – so that our devices with secure passwords can connect to our network – and what would it take to make that happen.

CVHS Student Representative David So inquired about the District's goal for the high school program. Mr. Singleton said that the high school program goals include some of the same ones that exist for the other schools: the tenets of anywhere, anytime, as well as having the resources in a lab. He pointed out that it would concretely be a tablet device; the TAC has helped us define that devices need to have a keyboard and need to allow for "digital inking" – handwriting onto the screen. He added that we're in the throes of piloting how to find the right device for each scenario.

In response to a question from Chair Rochester regarding the status of Pinnacle, Mr. Singleton provided information including:

- There was a very dark time when even Linn Benton Lincoln Education Service District (LBL ESD) staff couldn't get a response from the ownership and management of the company that owned Pinnacle, but that has changed significantly.
- Now when I visit the ESD, we don't talk about the problems of Pinnacle, we talk about a learning management system called Canvas that was adopted by the state of Oregon and which has replaced OSU's Blackboard program.
- Canvas has interfaced with Pinnacle; that's an example of how we can make things better rather than constantly going back and solving a problem that exists.

Chair Rochester asked that the Board be provided more detailed descriptions of the pilot projects.

IX. ADOPT ELEMENTARY MATH AND DUAL LANGUAGE CURRICULUM

Student Services Coordinator Amy Lesan recapped the information regarding the adoption, which the Board had received at a prior meeting.

A few additional comments she provided included:

- We extended the amount of time that the public could view and comment on the curriculum.
- There were very few comments and no big takeaways.
- The cost for this adoption is already included in this year's budget, and the adoption will fall within budgeted amounts.
- The professional development component is really critical to the success of this curriculum.
- We're meeting regularly with teachers and our Spanish language translators but I don't know when all of the translations will be done.
- Potentially by the end of the year we'll have one full year of curriculum translated.

Board members asked questions regarding various aspects of the instructional materials budget; Ms. Lesan responded to them. Dr. Prince reminded the Board that what they're being asked to adopt tonight is curriculum rather than a budget.

MOTION:

It was moved by Director McQuillan and seconded by Director Adams to adopt K-2 grade level *Bridges, 2nd Edition* mathematics curriculum materials; 3-5 grade level *Engage New York Mathematics* curriculum materials; and, K-5 grade level *Engage New York Reading* for Dual Language Spanish and English language arts curriculum materials. The motion was voted on and unanimously approved.

X. CONSOLIDATED ACTION

Vice Chair Sauret and Director Ball noted that item XIV.F. – *Board Policy DJFA—Credit Cards—New—Second Reading* at the December 7, 2015, Board meeting had been removed from consideration and, therefore, had not been approved. When tonight's vote on consolidated action is taken, this change will be incorporated into the December 7, 2015, meeting minutes.

Vice Chair Sauret recommended that item B. – *Resolution No. 16-0101 Authorizing Issuance of Individual Procurement Cards* – be adopted concurrent with the approval of board policy DJFA. Both the resolution and policy DJFA will be included in Consolidated Action for the February 8, 2016, school board meeting.

MOTION:

It was moved by Director Ball and seconded by Director Adams to approve the Consolidated Action items with the exception of Item B – Resolution No. 16-0101. The motion was voted on and unanimously approved.

The following items were approved.

A. Licensed Personnel RecommendationsRecommendation to Hire

- Mandy Hunter: Kindergarten Teacher, 0.50 FTE, Hoover Elementary School, effective January 4, 2016 (Temporary)
- Jennifer Seesz-Jones: Special Education Teacher, 0.50 FTE, Harding Center, effective December 1, 2015 (Temporary)

B. Minutes – November 9, 2015; November 23, 2015; December 7, 2015 (with the change noted above); December 14, 2015

C. Board Policy—EBB—Integrated Pest Management—Revised—Second Reading

D. Board Policy EBBB—Injury/Illness Reports—Revised—Second Reading

E. Board Policy—IGAL—Kindergarten Education/Tuition—Rescinded

F. Division 22 Standards

G. Resolution No. 16-0101 Authorizing Issuance of Individual Procurement Cards – This item was removed from the agenda and will be brought back in February along with the second reading of the above-referenced policy.

XI. UNAUDITED FINANCIAL STATEMENTS – NOVEMBER 30, 2015

Finance and Operations Director Olivia Meyers Buch gave a brief overview of the financial statements.

XII. CONSOLIDATED INFORMATION

The board received the following information.

A. Non-Licensed Personnel InformationRecommendation to Hire

- Tracie Anderson: Maintenance 1, 8 hrs, Wilson and Garfield Elementary Schools, effective December 21, 2015 (Probationary)
- Lauren Bentley: Food Service Assistant, 1.5 hrs, Harding Center, effective January 12, 2016 (Probationary)
- Jacob Denning: Educational Assistant 2, 5.5 hrs, Mt. View Elementary School, effective January 4, 2016 (Probationary)
- Mikaila Kummerow Brown: Educational Assistant 2/Bilingual, 5.5 hrs, Garfield Elementary School, effective January 13, 2016 (3.5 hrs Probationary, 2.0 hrs Limited Term)
- Stacy Marinelli: Educational Assistant 2, 0.8 hrs, Linus Pauling Middle School, effective December 17, 2015 (Limited Term)
- Christopher Taylor: Maintenance 1, 8 hrs, Hoover and Lincoln Elementary Schools, effective December 17, 2015 (Probationary)

Termination/Resignation/Layoff/Retirement

- Lauren Adkisson: Educational Assistant 2/ELL, 3.45 hrs, Garfield Elementary School, effective December 5, 2015 (Resignation)
- Louann Hathaway: Food Service Assistant, 4.75 hrs, Central Kitchen, effective December 31, 2015 (Retirement)
- Debora Hammerquist: Food Service Specialist, 5.5 hrs, Wilson Elementary School, effective March 18, 2016 (Retirement)
- Laura Kildea: Food Service Assistant, 4.5 hrs, Philomath Elementary and High School, effective January 22, 2016 (Resignation)
- Rodney Langston: Campus Steward, 8 hrs, Hoover Elementary School, effective December 31, 2015 (Retirement)
- Kristen McKee: Educational Assistant 2/LRC, 4 hrs, Crescent Valley High School, effective December 31, 2015 (Resignation)
- Barbara Perry: Food Service Specialist, 8 hrs, Garfield Elementary School, effective January 15, 2016 (Resignation)
- Alexis Rodriguez-Hefty: Educational Assistant 2/Bilingual, 5.5 hrs, Garfield Elementary School, effective December 18, 2015 (Resignation)

B. Board Policy EBCB—Emergency Drills—Revised—First Reading**C. Board Policy JHHA—Safety and Emergency Response—Revised—First Reading****D. Board Policy GBCBA—Alcohol/Controlled Substance Use—Revised—First Reading**

- E. Administrative Regulation GBCBA-AR—Alcohol/Controlled Substance Use—Revised—For Information**
- F. Board Policy GBEC—Drug-Free Workplace—Revised—First Reading**
- G. Comprehensive Annual Financial Report (CAFR) – Fiscal Year Ended June 30, 2015**

XIII. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 10:06 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis
SCHOOL DISTRICT

VIII.B. Board Policy DJFA—Credit Cards—New—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 8, 2016

FOR ACTION

SUBJECT: Board Policy DJFA—Credit Cards—New—Second Reading

Issue: The Board recognizes the need to have a policy in place that allows the issuance of credit cards. A policy is recommended in order to implement a new procurement card program that will reduce the economic burden on the resources of the district by increasing efficiency and respond to the district's daily operations needs in accordance with procurement processes as established by Oregon Revised Statutes. Board policy DJFA for Credit Cards has been drafted for that purpose.

Options Considered: Not adopting the policy.

Involvement: District office staff.

Consequences: Economic burden on the resources of the district may continue.

Cost Impact: Unknown.

ACTION REQUESTED: Adoption of the revised policy.

CONTACT PERSONS: Olivia Meyers Buch, Kerry Richey

Credit Cards

The Board authorizes the superintendent to hold a bank credit card in the name of the district and to issue such cards to designated employees. Approved cardholders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit cards shall have a maximum limit established as authorized by the superintendent or designee. Credit cards issued to employees may only be used to purchase items authorized by the adopted district budget.

Purchase slips and receipts must be turned in to the business office within 10 days following receipt of the employee's monthly statement. The business office shall pay in full the credit card balance no later than the due date so that finance charges will not be incurred.

District-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on district-issued credit cards. If a personal item is inadvertently purchased on a district-issued credit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the district will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization;
3. Leaving a gratuity that exceeds 20 percent is prohibited;
4. Airline tickets may be purchased with a district-issued credit card only with prior superintendent or designee approval. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized district business.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including dismissal.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 652.610 \(3\)](#)

Oregon Government Standards and Practices Commission, Advisory Opinion 01A-1007 (August 29, 2001).



Corvallis
SCHOOL DISTRICT

VIII.C. Board Policy EBCB—Emergency Drills—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 8, 2016

FOR ACTION

SUBJECT:

Board Policy EBCB—Emergency Drills—Revised—Second Reading

Board Policy JHHA—Safety and Emergency Response—Revised—Second Reading

Issue: House Bill 2661 (2015) revised Oregon Revised Statutes (ORS) 336.071 adding lockdown, shelter in place, and evacuation to the required trainings and instruction for student safety. In addition, the House Bill added that a school board may now conduct an executive session to discuss “matters relating to school safety or a plan that responds to safety threats made toward a school . . .” pursuant to ORS 192.660(2)(k).

District staff also reviewed and updated policy JHHA—Safety and Emergency Response.

Options Considered: Not revising the policies.

Involvement: District office staff.

Consequences: Policies will remain outdated.

Cost Impact: None.

ACTION REQUESTED: Adopting the revised policies.

CONTACT PERSON(S): Kevin Bogatin, Karen Selander, Kerry Richey

Emergency Drills and Instruction

Each building will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes. All schools are required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats.

Drills for students and instruction on fires, earthquakes, and safety threats shall be conducted for at least 30 minutes each school month. ~~Fire drills will be conducted monthly and at least two drills on earthquakes and two drills on safety threats shall be conducted each year.~~

Fire Emergencies

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instructions on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year. Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover, and hold on” during the earthquake.

Safety Threats

At least two drills on safety threats shall be conducted each year. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter-in-place, and evacuation, and other appropriate actions to take when there is a threat to safety. ~~such as shelter in place, lockout, and/or lockdown procedures or other procedures appropriate to safety threats.~~

The Board may use ORS192.660(2)(k) to conduct an executive session to consider matters related to school safety or to discuss a plan that responds to safety threats made toward a school in the district.

The district will collaborate with ~~its~~ local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures.

~~Employees are under the direction of their supervisors.~~

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 336.071](#)

[ORS 476.030\(1\)](#)

[ORS 479.140](#)

[OAR 581-022](#)-1420

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

Cross Reference(s):

Policy EBCD—Emergency Closures

Policy GBE—Staff Health and Safety



Corvallis
SCHOOL DISTRICT

VIII.D. Board Policy JHHA—Safety and Emergency Response—Revised—
Second Reading

Safety and Emergency Response

The Board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on district grounds, buses, or field trips while under school supervision.

~~The Board recognizes that schools are subject to a number of potentially violent events. No school is immune from these events no matter the size or location.~~

~~The Board is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff, or others. While committed to each person's constitutional rights, including due process rights, the Board does not condone lawlessness.~~

The superintendent shall establish a committee to carry out safety and emergency planning. The committee will review district **safety** ~~anti-violence~~ related programs and activities, assess the district's security and safety needs, review Board policies, administrative regulations, response plans, and procedures.

~~The superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.~~

END OF POLICY

Legal References:

ORS 332.107
OAR 581-022-1420

Cross Reference:

JFCB—Violence and Threats of Violence
JFCF—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying
JFCJ—Weapons in Schools



Corvallis
SCHOOL DISTRICT

VIII.E. Board Policy GBCBA—Alcohol/Controlled Substance Use—Revised—
Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 8, 2016

FOR ACTION

SUBJECT:

Board Policy GBCBA—Alcohol/Controlled Substance Use—Revised—Second Reading
Board Policy GBEC—Drug-Free Workplace—Revised—Second Reading

Issue: District staff reviewed both the Alcohol-Controlled Substance Use and Drug-Free Workplace policies in light of the new legislation for recreational marijuana. Staff consulted with Diana Hendrickson, Director of Occupational Medicine at the Corvallis Clinic. The updates to policy reflect that they apply to all district employees and provide clarity in working when an individual could potentially be tested.

Options Considered: Not revising the policies.

Involvement: District office staff

Consequences: The policies would remain outdated.

Cost Impact: None

ACTION REQUESTED: Adopting the revised policies.

CONTACT PERSON(S): Jennifer Duvall, Kerry Richey

Alcohol/Controlled Substance Use

The following conduct is strictly prohibited and will subject an employee to immediate discipline, up to and including termination:

1. The buying, selling, transporting, possessing, using, or providing of intoxicants, including alcohol, or any controlled substances as defined by law while on district property, during work hours (including meal periods), while assigned to extra duty or special projects, including those held after or in addition to regular school hours and while driving between worksites during the workday in either a district-supplied vehicle or a vehicle supplied by the employee.
2. Reporting for work with the presence of alcohol, intoxicants, or any controlled substance in his/her system. An individual is considered to be “under the influence of alcohol, intoxicants, and/or a controlled substance” when, in the district’s determination, the controlled substance, alcohol, or intoxicant is at any detectable level that it may impair the individual’s ability to safely and/or efficiently perform assigned work OR prevent the employee from presenting a positive role model to students.

The appropriate use of legally prescribed drugs is not prohibited. However, in the event an employee is performing work-related duties such as the operation of vehicles, heavy equipment, or machinery, the use of any substance which carries a warning label that indicates that mental functioning, motor skills, or judgment may be adversely affected shall be reported to supervisory personnel and medical advice shall be sought, as appropriate.

3. Failure to notify the Human Resources Director or designee of any convictions for a drug or alcohol violation occurring at the work place within five days of the conviction will result in immediate termination.

If the district has reasonable grounds to believe that an employee has the presence of intoxicants, including alcohol or any controlled substance in his/her system, the district may require employees to submit to immediate testing by trained medical personnel. Refusal to submit immediately to such tests may result in disciplinary action, up to and including dismissal. For purposes of this policy “reasonable grounds or suspicion” may include, but is not limited to, observance of:

- a. Reasonable, specific, contemporaneous, articulate observation made by a supervisor concerning appearance, behavior, speech, or body odors indicative of

employee use of drugs or alcohol, such as erratic job performance that includes slurred speech and/or stumbling;

- b. Repeated patterns of job performance problems such as absenteeism, tardiness, workplace conflicts, and/or anger outbursts;
- c. An eye-witness report to a supervisor of an employee's use or possession of drugs or alcohol; or
- d. Involvement in a ~~significant~~ work-related accident.

The district also reserves the right, with prior notice and reasonable suspicion, to conduct searches of any district property, including vehicles and equipment, at any time. A refusal to submit to a search may result in disciplinary action, up to and including dismissal.

The administration will develop appropriate regulations, procedures, consent forms, and such notifications as are needed for an orderly implementation of this policy.

END OF POLICY

Legal Reference(s):

<u>ORS Chapter 475</u>	<u>ORS 659A.300</u>	<u>OAR 581-053-0550 (5)(t,u,v)</u>
<u>ORS 657.176</u>	<u>OAR 581-053-0015</u>	<u>OAR 584-020-0040</u>
<u>ORS 659.840</u>	<u>OAR 581-053-0545 (4)(c)(R,S,T)</u>	<u>OAR 839-006-0200 to -0265</u>

Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).

Americans with Disabilities Act of 1990, 42 U.S.C., Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).



Corvallis
SCHOOL DISTRICT

VIII.F. Board Policy GBEC—Drug-Free Workplace—Revised—Second Reading

Drug-Free Workplace

No ~~district~~ employee ~~engaged in work in connection with a direct federal grant or contract of \$100,000 or more~~ shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1308.11 through 1308.15.

"Workplace" is defined to mean ~~the site for the performance of work done in connection with a federal grant or contract. That includes~~ any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district ~~where work on a federal grant is performed.~~

No district employee shall knowingly sell, market, or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's district duties; or knowingly endorse or suggest the use of such drugs.

Each employee ~~who is engaged in work related to a direct federal grant or contract of \$100,000 or more,~~ shall notify his/her supervisor of his/her conviction of any criminal drug statute based on conduct occurring in the workplace, as defined above, no later than five days after such conviction.

Each employee ~~who is engaged in work related to a direct federal grant or contract of \$100,000 or more,~~ shall abide by the terms of this district policy establishing a drug-free workplace.

An employee who violates the terms of this policy shall be subject to discipline up to and including dismissal. The district may require that the employee satisfactorily participate in a drug abuse assistance or rehabilitation program approved by the Board. If the employee fails to satisfactorily participate in such program, employment may be suspended, his/her contract nonrenewed or nonextended or he/she may be dismissed, at the discretion of the Board.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 336.222](#)
[ORS Chapter 475](#)
[ORS 342.721](#)
[ORS 342.723](#)
[ORS 342.72](#)
[ORS 657.176](#)
[ORS 809.260](#)
[OAR 581-022](#)-0416
[OAR 584-020](#)-0040(5)(e)
[SB 517](#) (2007)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2006); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 85.600 - 85.645 (2006).

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

Cross References(s):

GBCBA—Alcohol/Controlled Substance Use



Corvallis
SCHOOL DISTRICT

VIII.G. Board Policy EFA—Local Wellness/Nutrition Program—Revised—2nd
Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 8, 2016

FOR ACTION

SUBJECT:

Board Policy EFA—Local Wellness/Nutrition Program—Revised—2nd Reading

Issue: House Bill 2404 (2015) revised Oregon Revised Statute 336.423 to align it with federal standards for meal programs. Accordingly, updates have been made to Policy EFA—Local Wellness/Nutrition Program.

This policy came before the Board for first reading on December 7, 2015 and was pulled by Board Director Vincent Adams. After discussion with district staff it was determined the policy should move forward to be in compliance with federal standards. However, a committee will be formed to research and review current and future nutrition, wellness, and instructional practices.

Options Considered: Not revising the policy.

Involvement: District office staff, students, parents, community members, administrators.

Consequences: Current policy will remain outdated.

Cost Impact: None.

CONTACT PERSON(S): Sharon Gibson, Amy Lesan, Kerry Richey

Local Wellness/Nutrition Program

The Board recognizes that childhood obesity has become an epidemic in Oregon and throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Additional research indicates that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth, and lifelong health and well-being.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the United States Department of Agriculture's National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that promotes healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate.

The school district will engage students, parents, staff (including but not limited to physical education and school health professionals), teachers, food industry service professionals, health professionals, the School Board, school administrators, and other interested community members in developing, implementing, monitoring, and periodically reviewing and updating district-wide nutrition and physical activity policies.

~~All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.~~

Nutrition Promotion and Nutrition Education

Nutrition promotion supports the integration of nutrition education throughout the school environment. Nutrition education topics shall be integrated within the comprehensive health education program taught at every grade level and coordinated with the district's nutrition and food services operation.

Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.

Nutrition Guidelines

It is the intent of the Board that district schools be proactive in encouraging students to make nutritious food choices. All food and beverage items sold to students in district schools as part of the regular or extended school day shall meet the minimum state and federal standards.

Exceptions to this requirement include items that are part of the NSLP or SBP. Other exceptions are foods and beverages provided in the following instances:

1. When the school is the site of school-related events (e.g., classroom celebrations) or other events for which parents and other adults are a significant part of an audience; or
2. The sale of food or beverage items before, during or after a sporting event, interscholastic activity, a play, band, or choir concert.

Although the Board believes that the district's nutrition and food services operation should be financially self-supporting, it recognizes that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of students. In compliance with federal law, the district's NSLP and SBP shall be nonprofit.

Reimbursable School Meals

To the maximum extent possible practicable, all district schools ~~in our district~~ will participate in available federal school meal programs (including the SBP, NSLP, and Child Adult Care Food Program).

~~School Breakfast Program, National School Lunch Program—including after school meals and snacks, Summer Food Service Program, and Fruit and Vegetable Snack Program).~~

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0)).

Physical Education/Activity

All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis. Physical activity should be included in a school's daily education program for all grades. Physical activity should include regular instructional physical education as well as co-curricular activities, and recess. The district will develop and assess student performance standards and program minute requirements¹ in order to meet the ODE's physical education content standards and state law¹.

¹HB 3141 (effective 2017-2018 school year)

School Employee Wellness

The district encourages school staff to pursue and maintain a healthy lifestyle that contributes to individual improved health, improved morale, and a greater personal commitment to the school's overall wellness program. The district will work with community partners to identify programs, services and resources to enrich district-wide wellness.

Evaluation of Local Wellness Policy

In an effort to measure the implementation of this policy, the Board designates the superintendent or superintendent's designee as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

The district will make available to the public an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy, and a description of the progress being made in attaining the goals of this policy every three years.

The superintendent or designee will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

END OF POLICY

Legal Reference(s):

ORS 329.496

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

~~HB 2650 (2007)~~

National School Lunch Program, 7 C.F.R. Part 210 (2006).

School Breakfast Program, 7 C.F.R. Part 220 (2006).

~~Child Nutrition and WIC Reauthorization Act of 2004 § 204, 42 U.S.C. § 1751 (2006).~~

Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.



Corvallis
SCHOOL DISTRICT

VIII.H. Resolution No. 16-0201 Authorizing Issuance of Individual Procurement
Cards

FOR ACTION

BOARD MEETING DATE: February 8, 2016

SUBJECT: Resolution No. 16-0201 Authorizing Issuance of Individual Procurement Cards

The purpose of a procurement card (also known as a purchasing card or P-card) program is to provide an efficient, cost-effective method of purchasing and paying for small-dollar, as well as, high-volume, repetitive purchases. This type of program is designed as an alternative to the traditional purchasing process and can result in a significant reduction in the volume of purchase orders, invoices and checks processed. There are also other numerous benefits to a purchasing card program:

Benefits to the District include:

- Simplified purchasing process
- Lower overall transaction processing costs per purchase
- Increased management information on purchasing histories
- Reduced paperwork
- The ability to set and control purchasing dollar limits

Benefits to the cardholder include:

- Expediting delivery of goods
- Expanded list of merchants from whom purchases can be made
- Reduced paperwork

Benefits to the vendor include:

- Expedited payments
- Reduced paperwork
- Lowered risk of nonpayment

As the District implements the p-card program we will issue cards to designated individuals with the District's name clearly indicated on the card as the purchaser. The p-card and any transaction made with the card could potentially be a liability to the District; therefore, we have developed written procedures, agreements and policies for staff including appropriateness of purchases and clear instructions on use. There will be an articulated reconciliation process and spending limits will be established for each card including transaction limits per charge, monthly limits and merchant type limits.

Staff recommends approval of the attached resolution authorizing the issuance of individual procurement cards.

Presenter: Olivia Meyers Buch, Director of Finance and Operations

Attached: Resolution 16-0201

Motion Requested: I move that Resolution 16-0101 be adopted to authorize the issuance of individual procurement cards.

Corvallis School District 509J
Authorizing Issuance of Individual Procurement Cards
Resolution No. 16-0201

WHEREAS, it is the desire of the Board of Directors to reduce the economic burden on the resources of the school district by increasing efficiency and reducing the administrative costs of the district and to respond to the district's daily operational needs in accordance with the procurement process as established by Oregon Revised Statutes; and

WHEREAS, the Board of Directors recognize that the Procurement Card is neither a substitute for public bidding nor the district's existing procurement program, and that the Procurement Card program is not being implemented for the purpose of bid splitting and avoidance of the statutorily mandated public bidding process; and

WHEREAS, the Oregon Association of School Business Officials has entered into a partnership with the Illinois Association of School Business Officials and Illinois ASBO has negotiated with the Bank of Montreal, a Canadian-chartered bank with a branch at 115 South LaSalle Street, Chicago, IL 60603, to administer, on behalf of participating school districts and colleges in the State of Illinois, a Procurement Card system issued to individual authorized employees of the district with established limits and purposes; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon as follows:

1. The superintendent and/or business manager of the school district are authorized by the Board of Directors to enter into an Agreement with the Bank of Montreal to secure Procurement Cards for authorized employees of the school district under such terms and conditions as approved by its legal counsel and this Board.
2. As a condition precedent to receiving the Procurement Card, each authorized employee shall execute a Procurement Card Staff Agreement.
3. As a condition precedent to receiving the Procurement Card, the business manager shall establish a monetary limit of authority for each employee's use of the Procurement Card.
4. As a condition precedent to issuance of a Procurement Card, the business manager shall establish in writing purchasing parameters in accordance with law including but not limited to: (a) a listing of goods and services which may be procured using the Card; (b) authorized vendors; (c) daily/weekly/monthly/annual monetary procurement card limits for each individual recipient of the Procurement Card.
5. As a condition precedent to receiving the Procurement Card, each individual shall sign an agreement of indemnity, which is included in the Procurement Card Staff Agreement.

6. The Board of Directors hereby expressly authorizes the Superintendent/Business Manager to execute the Procurement Card Use Agreement on its behalf.
7. Upon receipt and use of a Procurement Card, the cardholder shall submit receipts and such information as periodically requested by the Business Manager.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 8th day of February, 2016.

ATTEST:

Chris Rochester, Board Chair

Olivia Meyers Buch, Deputy Clerk



Corvallis
SCHOOL DISTRICT

VIII.I. Resolution No. 16-0202 Reaffirming the Second Year of the LBL ESD
2015-17 Local Service Plan

Corvallis School District 509J
Board of Directors

FOR ACTION

BOARD MEETING DATE: February 8, 2016

SUBJECT: Resolution No. 16-0202 Reaffirming the Second Year of the LBL ESD 2015-17
Local Service Plan

BACKGROUND INFORMATION:

The proposed Linn Benton Lincoln Education Service District (LBL ESD) 2015-17 Local Service Plan (LSP) was adopted by the Corvallis Board of Directors on February 2, 2015. Under Oregon Law, a resolution for the Local Service Plan must be adopted by LBL ESD component school district boards by March 1 *annually*. The only revisions to the LSP since last year were to reflect changes in superintendents, board members, program descriptions and LBL ESD program performance goals; however, the content of the resolution service agreements did not change.

A copy of the updated plan was sent to the Board under separate cover. At the February 8, 2016, meeting, the Board will be asked to approve a resolution reaffirming the second year of the LSP (2016-17).

ACTION REQUESTED:

Adopt Resolution No. 16-0202 to reaffirm the second year of the LBL ESD 2015-17 LSP.

CONTACT PERSON: Superintendent Erin Prince

CORVALLIS SCHOOL DISTRICT
Resolution No. 16-0202 for the
Linn Benton Lincoln Education Service District
2016-17 Local Service Plan
Valley Coast Superintendent Association (VCSA)

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two- tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval will be a unanimous vote to sustain or add to Tier 1 services. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- Student Information System Suite
- TIENet Special Education Records Systems
- Data Warehouse
- Help Desk
- Network Support Services Including Wide Area Network Operation
- Network Systems Analysts
- Education and Evaluation Consultation Center (School Psychologists, Speech Language Pathologists and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Support and Consultation for Students with Severe Disabilities
- Interpreter/Translation Services for Families of Students with Special Needs
- Curriculum/Instructional Technology
- Home School Registration and Assessment Tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Ninety-eight percent of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2014 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of the Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain stable programs. LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Additionally, up to 30% of the district's allocated Tier 2 resources, may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

Adopted February 8, 2016 by the Corvallis School District Board of Directors.

Chris Rochester
Corvallis School District Board Chair

Date

Frank Bricker
LBL ESD Board Chair

Date



**Linn Benton Lincoln
Education Service District**

**Local Service Plan
2015-2017**

Updated December 2015

**Linn Benton Lincoln Education Service District
905 4th Avenue SE
Albany, Oregon 97321-3199
www.lblesd.k12.or.us
541-812-2600**

LBL Local Service Plan 2015-2017

Administrative Services

Superintendent: Mary McKay

Assistant Superintendent: Don Dorman

Chief Financial Officer: Angie Peterman

Chief Human Resources Officer: Vicki Harlos

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Introduction

Linn Benton Lincoln Education Service District (LBL) comprises 12 component school districts and approximately 35,000 students in Linn, Benton and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board of Directors. LBL has an annual budget of approximately \$52.5 million and work force of approximately 220 employees.

LBL serves educational agencies, districts, and schools across the state with high-quality services, and programs that are practical, reliable and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students and families meet Oregon's educational goals.

LBL Mission

LBL ESD serves districts, schools and students by providing equitable, flexible, and effective educational services made affordable through economy of scale.

LBL Vision

To be a responsive and transparent organization that supports districts in helping every child succeed.

LBL Values

Success for all students.

Relationships built on trust, responsiveness and honesty.

The four "E"s of Excellence, Equity, Efficiency and Effectiveness.

Accountability

LBL Agency Goals

Goal 1 - Support success for all students by delivering excellent, equitable, efficient and cost effective services.

Goal 2 – Foster positive relationships by strengthening communication within the ESD, with component school districts, other organizations and communities.

Goal 3 – Pursue long term financial stability.

LBL Programs

- **Administrative Services**
 - **Superintendent Office** – Providing LBL and Regional Leadership; Supporting Districts in Meeting Educational Needs.
 - **Human Resources** – Supporting LBL Employees including Recruitment, Personnel Management, Benefit Management, and Contract Management.
 - **Business Services** - Providing a Full Range of Business Office Functions and Business Information Systems, and Medicaid Fee for Service. Includes Facilities services.
- **Cascade Regional Program** - Services for Low Incidence Disabilities: Vision, Hearing, Orthopedic and Autism, in addition to Audiology and Augmentative Communication.
- **Early Intervention/Early Childhood Special Education** – Early Intervention services for children birth to two years and Early Childhood Special Education for children three to five years.
- **Information Systems** - Student Information Systems Suite, Programmers, Customer Support Representatives, Web Development, and Curriculum/Instructional Technology.
- **Long Term Care and Treatment Education Program** - Education Services for Students Placed in Residential and Day Treatment Care.
- **Network Services**- Wide and Local Area Networks, Data Center Services, Computer Support Technicians, and Phone Systems.
- **Special Education and Evaluation Services** – Education Evaluation & Consultation Center, Response to Intervention, Talented and Gifted, Interpreter/Translator, Severe Disabilities, IDEA Consortium, Traumatic Brain Injury, Youth Transition Program, Community Connections Network, Transition Network Facilitator.
- **Student and Family Support Services** - Attendance and Behavior Support for Students and Families, Home School Registration, Positive Behavior Interventions Support, School Based Medicaid Administrative Claiming.

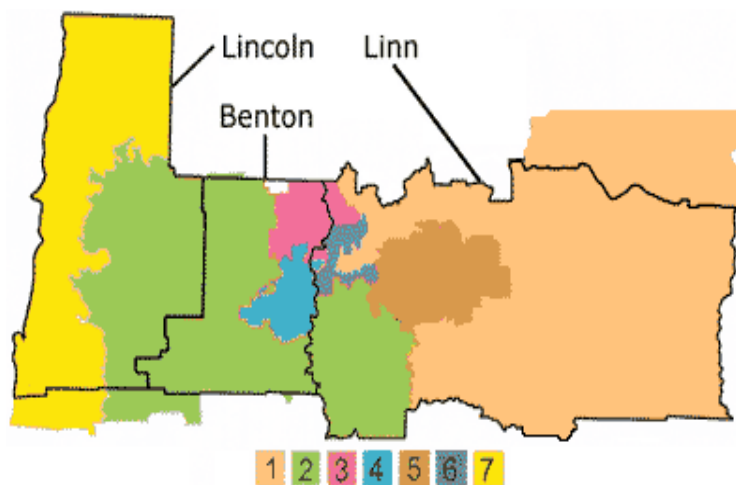
LBL Governance

LBL Board of Directors, Superintendent and staff serve districts, schools and students by providing flexible, effective, and efficient educational services.

LBL Board of Directors		
Zone	Board Member	Term Expires
1	Heather Search	6/30/2017
2	Mylrea Estell	6/30/2017
3	Frank Bricker	6/30/2017
4	David Dowrie	6/30/2017
5	Terry Deacon	6/30/2019
6	Jan Doerfler	6/30/2019
7	David Dunsdon	6/30/2019

LBL Budget Committee			
Zone	District	Member	Term Expires
1	Sweet Home	Jason Redick	6/30/2017
2	Philomath	Don Cruise	6/30/2016
3	Albany	Lyle Utt	6/30/2016
4	Corvallis	Tom Sauret	6/30/2018
5	Lebanon	Russ McUne	6/30/2017
6	Albany	Micah Smith	6/30/2015
7	Lincoln County	Ron Beck	6/30/2017
	At Large	Dale Keene	6/30/2016

LBL Board Zones



LBL Component School Districts

Valley Coast Superintendent Association (VCSA)

District	Superintendent
Alsea 7J P O Box B 301 S 3rd Alsea, OR 97324	Marc Thielman 541-487-4305
Central Linn 552C P.O. Box 200 Halsey, OR 97348	Brian Gardner 541-369-2813 ext. 3222
Corvallis 509 J 1555 SW 35 th Street Corvallis, OR 97333-1130	Erin Prince 541-757-5841
Greater Albany 8J 718 Seventh Avenue SW Albany, OR 97321-2399	Jim Golden 541-967-4511
Harrisburg #7 P O Box 208 865 LaSalle Street Harrisburg, OR 97446-9549	Bryan Starr 541-995-6626 ext. 1
Lebanon Community #9 485 S Fifth Street Lebanon, OR 97355	Rob Hess 541-451-8458
Lincoln County 459 SW Coast Hwy Newport, OR 97365-4931	Steve Boynton 541-265-4403
Monroe 1J 365 N 5 th Street Monroe, OR 97456	Russ Pickett 541-847-6292
Philomath 17J 535 South 19 th Street Philomath, OR 97370-9328	Melissa Goff 541-929-3169
Santiam Canyon 129J P O Box 197 150 SW Evergreen Street Mill City, OR 97360-0197	Todd Miller 503-897-2321
Scio 95 38875 NW First Avenue Scio, OR 97374-9501	Gary Tempel 503-394-3261
Sweet Home 55 1920 Long Street Sweet Home, OR 97386	Keith Winslow 541-367-7126

LBL Local Service Plan 2016-2017 Resolution

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval will be a unanimous vote to sustain or add to Tier 1 services. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- Student Information System Suite
- TIENet Special Education Records Systems
- Data Warehouse
- Help Desk
- Network Support Services Including Wide Area Network Operation
- Network Systems Analysts
- Education and Evaluation Consultation Center (School Psychologists, Speech Language Pathologists and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Support and Consultation for Students with Severe Disabilities
- Interpreter/Translation Services for Families of Students with Special Needs
- Curriculum/Instructional Technology
- Home School Registration and Assessment Tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Ninety-eight percent of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2014 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of the Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain stable programs. LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Additionally, up to 30% of the district's allocated Tier 2 resources, may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

By _____ **School District**

LBL Board Chair

Date

School District Board Chair

Date

LBL Planning Calendar for Developing and Approving Resolution Services

Month(s)	Activity
September and October	Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.
November	Present VCSA draft resolution Local Service Plan for next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) and with input from superintendents.
December	VCSA Superintendents finalize Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to LBL Board of Directors and Component School Districts
January	Recommended LBL Local Service Plan will be provided to LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.
February	After being adopted by the LBL Board of Directors the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts that are part of the education service district and that have at least a majority of the pupils included in the average daily membership of LBL. Adoption by component district boards shall occur before March 1.
March	Notify LBL staff of changes in service requirements as established in the Local Service Plan.
April and May	LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

LBL Service Assessment: Regional Advantage and Infrastructure Capacity

LBL will use the following guidelines to assist in determining the feasibility of adding or changing services.

- LBL can provide the service more **efficiently** due to regional presence.
- LBL can provide the service more **effectively** due to regional presence.
- LBL has the current capacity to add the proposed service.
- LBL has the capacity to expand as needed in order to provide the proposed service.

LBL Service Areas

Administrative Services Board and Superintendent	
Service Description	Funding Source
Board of Directors Support the LBL Board of Directors on legal and policy issues including negotiating contracts, litigation and issues related to Board action.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services.
Office of the Superintendent Provide LBL and regional leadership; support districts in meeting educational needs. Provide conference space and training labs.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services.
Human Resources Program Deliver effective strategies in supporting LBL employees including recruitment, personnel management, benefit management and contract management.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services.
Web Design and Maintenance - LBL Specialized web development services; LBL intranet content management.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services.
Administrative Services Business Services	
LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations	
Service Description	Funding Source
Business Services Delivery and support of Infinite Visions business information system software (including help desk) and all business functions to LBL.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services
Courier Service Delivery of goods and equipment to component districts via a twice-weekly schedule.	Non-Resolution Funds and Tier 1 Resolution Service
Business Information System (BIS) Delivery and Support of Infinite Visions business information system software (including help desk) to component school districts.	Tier 1 Resolution Service
Facility Management Maintain the LBL Facility and Conference Center for use by employees and other educators throughout the region.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services.

Administrative Services Business Services - Continued	
LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations	
Service Description	Funding Source
Business Information System Delivery and Support of Infinite Visions business information system software (including help desk) to the following non-component school districts and charter schools: Athena Weston Condon Eddyville Charter Falls City Gervais Jefferson Klamath Falls Milton Freewater Morrow County Mt Angel Pilot Rock Pleasant Hill North Central ESD* Silver Falls Siletz Academy Charter Siletz Valley Charter Springfield St. Paul * Arlington, Fossil, Mitchell, Sherman, Spray	Non-Component District Contracts
Business Information System Delivery and Support of InTouch Receipting software for tracking student body funds (including help desk) to the following component and non-component school districts Component Districts: Albany Corvallis Harrisburg Lebanon Lincoln County Philomath Scio Sweet Home Non-Component Districts: Amity Athena Weston Jefferson Woodburn	Tier 2 Resolution Agreements and Contracts
Business Administration Services Provide a variety of business services to districts. Services include: assist districts in preparing and maintaining budgets, meeting audit and ODE reporting requirements, maintaining general ledger, processing payroll, completing accounts payable tasks, reconciling employee benefits, preparing tax payments, processing PERS payments. Component Districts: Alsea Monroe Philomath Santiam Canyon Scio Sweet Home Non-Component Districts: Eddyville Charter Gervais Siletz Charter Sutherlin	Tier 2 Resolution Agreements and Contracts
Administration Services Tier 2 contracts for services that are not provided by LBL.	Tier 2 Resolution Agreements

Cascade Regional Program	
Services for students with Low Incidence Disabilities: Vision, Hearing, Orthopedic and Autism, in addition to audiology and augmentative communication	
Service Description	Funding Source
Cascade Regional Program Provide support for students with vision impairment, hearing impairment, severe orthopedic impairment, and autism spectrum disorder. The program's staff members consist of teachers licensed in special education and licensed occupational and physical therapists. Services include consultation, assessment, instruction and adaptive materials. Includes transit funds to South Coast ESD.	Oregon Department of Education Contract
Support Services to Special Needs Students Provide services specific to individual district program needs. Services include occupational and physical therapy and augmentative communication support.	Tier 2 Resolution Agreements and Contracts

Early Intervention/Early Childhood Special Education	
Early intervention services for children birth through two years and early childhood special education for children three to five years	
Service Description	Funding Source
Early Intervention/Early Childhood Special Education (EI/ECSE) Provide assessment, evaluation, early intervention and early childhood special education services for eligible children from birth to five years in Benton, Linn and Lincoln counties. EI/ECSE specialists, speech language pathologists and related service staff members provide a continuum of services, both consultative and direct for eligible children and their families. Support includes assisting in kindergarten transition efforts. Includes transit funds to South Coast ESD.	Oregon Department of Education Contract

Information Systems	
Supporting Instructional Improvement through Technology	
Service Description	Funding Source
LBL Student Information System (SIS) A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler, On Line Registration, and Data Warehouse and Analytics.	Tier 1 Resolution Service
LBL Student Information System A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler and Data Analytics, Non-Component Districts, Charter Schools and Programs: Amity Athena Weston Eddyville Charter Falls City Four Rivers Jefferson Lake County Mt. Angel North Santiam Pilot Rock Pleasant Hill Prospect Silver Falls Siletz Valley Charter Siletz Early College Academy Four Rivers Community School LBL Long Term Care and Treatment Program Lincoln City Career Technical High School	Non-Component District Contracts
Special Education Records Management (TIENET) Software license, Help Desk support, training and state reporting for Special Education records.	Tier 1 Resolution Service
Special Education Records Management (TIENET) Software license, Help Desk support, training and state reporting for Special Education and/or Modules: Section 504 Records/Spanish Translation/Response to Intervention. Non-Component Districts. Charter Schools and Programs: Amity Athena Weston Baker Bethel Cascades Cove Creswell Crow-Applegate Dallas Elgin Estacada Falls City Gervais Harney County SDs #1, #3, #4 Harney ESD* Helix Imbler InterMountain ESD Ione Jefferson Jefferson County Jefferson ESD** La Grande Lake County Lake ESD*** Lowell Marcola McKenzie Morrow County Mt. Angel North Lake North Powder North Santiam Oakland Oakridge Perrydale Pilot Rock Pleasant Hill Continued	Tier 2 Resolution and Contracts (Section 504 Records, Spanish Translation, Response to Intervention Modules) Non-Component District Contracts

Information Systems - Continued											
Supporting Instructional Improvement through Technology											
Service Description		Funding Source									
Continued: Special Education Records Management (TIENET) Software license, Help Desk support, training and state reporting for Special Education and/or Modules: Section 504 Records/Spanish Translation/Response to Intervention. Non-Component Districts. Charter Schools and Programs: <table><tr><td>Riddle</td><td>Sheridan</td><td>Silver Falls</td></tr><tr><td>South Lane</td><td>South Umpqua</td><td>St. Paul</td></tr><tr><td>Stanfield</td><td>Umatilla</td><td>Union</td></tr></table> George Fox University LBL Long Term Care and Treatment Program Old Mill Center Oregon Department of Corrections (4) * Diamond, Double O, Drewsey, Fields/South Harney Frenchglen, Pine Creek, Suntex ** Ashwood, Black Butte, Culver *** Adel, Paisley, Plush		Riddle	Sheridan	Silver Falls	South Lane	South Umpqua	St. Paul	Stanfield	Umatilla	Union	Tier 2 Resolution and Contracts (Section 504 Records, Spanish Translation, Response to Intervention Modules) Non-Component District Contracts
Riddle	Sheridan	Silver Falls									
South Lane	South Umpqua	St. Paul									
Stanfield	Umatilla	Union									
Systems Analysts System analysts support all information systems, legacy systems, network, and state reporting requirements.		Tier 1 Resolution Service									
Help Desk Service Support for all areas of technology including information systems and network services. These include state reporting, instructional technology, SIS and legacy systems.		Tier 1 Resolution Service									
School Improvement and Student Achievement Support Facilitate regular meetings of district curriculum leaders. Facilitate region-wide professional development. Support the use of technology in linking standards to student outcomes and providing tools to report student progress and achievement.		Tier 1 Resolution Service									
Web Design and Maintenance – District Service Provide specialized web development and management services.		Tier 2 Resolution Agreements and Contracts									

Long Term Care and Treatment Education Program	
Education services for students placed in residential and day treatment programs	
Service Description	Funding Source
Farm Home School Provide educational programs, serving a rotational population of students in residence and day treatment at Children's Farm Home. Students are referred from counties throughout the state for assessment, stabilization and treatment of mental health disorders. Wake Robin School Provide educational programs for students in day treatment.	Oregon Department of Education Contract

Network Systems		
Wide and Local Area Networks, Data Center Services		
Service Description		Funding Source
Wide Area Network (WAN) Provide ongoing support of services, equipment, security and monitoring for the regional network that connects districts, LBL and the internet. This service enables safe and efficient access to data-delivery systems beyond the district network.		Tier 1 Resolution Service
District Network Second-Level Support Provide ongoing escalation support for district staff when solving network-based technical problems and planning future network-based technology projects.		Tier 1 Resolution Service
Component District Technology Support Technical support and/or licenses are available to support district technology programs/projects. These include but are not limited to email boxes/MS Exchange email service, email archiving, iBoss CIPA filtering, Internet Service Provider-bandwidth, Novell licenses, off-site storage, data line, disaster recovery and virtual server hosting. All LBL component districts use a variety of these services, based on individual district needs.		Tier 2 Resolution Agreements and Contracts
Support Local Area Networks and Computer Support Technicians Hire and support staff to meet network/computer needs of individual districts. Component Districts: Alsea Albany Central Linn Harrisburg Lincoln County Monroe Philomath Santiam Canyon Non-Component Districts: Jefferson Eddyville Charter		Tier 2 Resolution Agreements and Contracts

Special Education and Evaluation Services	
Special education evaluation, consultation and direct services. Additional support to districts that includes special projects and grant implementation.	
Service Description	Funding Source
Special Education Evaluation Services The Education Evaluation and Consultation Center (EECC) provides special education evaluation and consultation for K-12 students. Evaluations are provided both in-district and at the LBL facility. Funds are also allocated for audiology evaluations and EI/ECSE evaluations. Includes Response to Intervention and interpreter/translator support.	Tier 1 Resolution Service
Services to Students with Severe Disabilities Provides funds and consultation for students with severe disabilities.	Tier 1 Resolution Service
Support Services to Special Needs Students Provides services specific to individual district program needs. Services include school psychologists and speech language pathologists.	Tier 2 Resolution Agreements and Contracts
Talented and Gifted Test Support Distribute and score assessments to assist districts in determining TAG eligibility.	Tier 2 Resolution Agreements and Contracts
Additional supports and services that assist districts in meeting student needs. Services include facilitating IDEA Consortium and Community Connections Network, Transition Network Facilitator, and Traumatic Brain Injury consultation.	IDEA Consortium Funds, ODE Grants, Oregon Health Sciences University (OHSU) Grant

Student and Family Support Services	
Serving students with behavior, social service, and academic achievement needs.	
Service Description	Funding Source
Home School Support LBL registers and provides support for home school students residing in the LBL region.	Tier 1 Resolution Service
Attendance Services Assist schools, students and parents by supporting regular school attendance. Provide intervention with students that have excessive absences or who are not enrolled in an education program. Consult with districts and schools regarding policies and practices that may improve student attendance.	Tier 2 Resolution Agreements and Contracts
Behavior Consultant Services Provide direct and consultative behavior support services related to the needs of students who are experiencing social, emotional and behavioral challenges that interfere with school success.	Tier 2 Resolution Agreements and Contracts
Family Support Liaison Services Provide support, home visiting and linkage to school, health and community resources to students who are experiencing a variety of challenges to their success in school or for school readiness.	Tier 2 Resolution Agreements and Contracts, Juvenile Crime Prevention Funds (Linn County), LBL Administrative Medicaid Funds
Positive Behavior and Instructional Support (PBIS) Work with district and building level teams to support implementation of PBIS.	Oregon Department of Education (ODE) Grant
Youth Transition Program Transition services for targeted at-risk youth	ODE and Vocational Rehabilitation Grant; District Matching Funds
Oregon Health Authority (OHA) Medicaid Administrative Claiming (MAC) Provide training and consultation to district coordinators in implementing the Medicaid Administrative Claiming process. Monitor district survey results and submit MAC survey results and claims to OHA. Generated funds are transited to districts.	Tier 2 Resolution Agreements and Contracts

2015-2016

LBL Program Performance Goals

Human Resources	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Human Resources Performance Goal #1	By June 1, 2016, Human Resources will have developed, with administrators and classified employees, an improved Classified Employee Professional Growth and Evaluation Process designed to increase employee engagement and successful job performance.
LBL Agency Goal #3	Pursue long term financial stability.
Human Resources Performance Goal #2	By June 1, 2016, Human Resources will complete a review and revision of all classified employee job descriptions and the classified salary schedule. Job descriptions will provide a thorough, accurate description of each position. Salary schedule will reflect fair, competitive levels of compensation.
Business Services	
LBL Agency Goal #3	Pursue long term financial stability.
Business Services Performance Goal #1	By June 2016, develop and implement a plan to support and expand component district leadership knowledge of financial matters and business practices.
Business Services Performance Goal #2	By June 2016, design a long range plan for expansion of business services including a Human Resources component.
Cascade Regional Program	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Cascade Regional Program Performance Goal #1	During the 2015-2016 school year, all students accessing printed materials through an alternative format will receive their instructional materials within the same time frame as their sighted classmates, 90% of the time.

Cascade Regional Program - Continued	
Cascade Regional Program Performance Goal #2	By June 2016, a yearly data collection system for targeted areas of service will be implemented and used by 100% of the specialists.
Cascade Regional Program Performance Goal #3	By June 2016, develop a technology plan for Cascade Regional Program which includes equipment, professional development, and management of devices and applications.
Early Intervention/Early Childhood Special Education	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Early Intervention (EI) /Early Childhood Special Education (ECSE) Goal #1	To support kindergarten readiness for children in the ECSE Program, monthly Professional Learning Teams will be held to discuss development and implementation of activities/curriculum to target early literacy, math, and social performance standards from the “I Can Statements for Kindergarten Readiness.” Resources will be used to purchase curriculum and materials needed to implement activities. Eighty percent of transition ECSE students will master ten of the performance standards by May 2016.
Early Intervention (EI) /Early Childhood Special Education (ECSE) Goal #2	Program Leadership will engage in the Linn Benton Lincoln Early Learning Hub (ELH) activities by participating in 90% of the Pre-K through k-12 Alignment, Early Childhood Coordinating Council, and Health Integration Work Group meetings. Participation will include providing data in support of meeting ELH Outcomes
Information Systems	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Information Systems Goal #1	Registrar Implementation: During the 2015-2016 school year, Information Systems (IS) will work with Registrar staff and district teams to successfully implement the following modules as measured by timelines: • Online Course Requests: testing by November 20, 2015; production by February 28, 2016. • Online Registration: testing by January 30, 2016; production by March 30, 2016.

Information Systems -Continued	
Information Systems Goal #2	Cross-Training Staff: By June 2016, Information Systems will create a formalized cross-training system that will include two back-up trainers per product and creation of product training documents for use on common training topics.
Long Term Care and Treatment	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Long Term Care and Treatment #1	For students in residence or treatment at least 90 days, all students that take a pre and post test (Let's Go Learn Assessment), and will demonstrate growth on at least one subarea in math and at least one subarea in reading
Long Term Care and Treatment #2	For high school students in residence or treatment at least 90 days, the number of students that earn high school credit will increase by at least 25% during the 2015-2016 school year from the 2014-2015 school year.
Network Systems	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Network Program Goal #1	By February 2016, a Technical Audit of the network environment including recommendations for best practices related to Information Technology will be completed. Audit will be provided by a third party vendor and will include a technical and administrative summary report.
Network Program Goal #2	By June 2016, will have improved processes related to Information Technology Infrastructure Library standards to record, communicate and mitigate issues that will impact Network Services. Activities include publically posting changes; archiving postings for historical evidence of changes; increasing use of tracking system to track incidents and reviewing incidents regularly in order to reduce incidents.

Special Education and Evaluation Services	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Special Education and Evaluation Services Goal #1	The Education Evaluation and Consultation Center will provide Culturally and Linguistically Diverse (CLD) and Autism (ASD) evaluation pre-referral/referral training in 83% (9/12) of our districts in order to increase the number of referrals utilizing the pre-referral checklists. By using the checklists, access to the in-center schedule for all districts will increase and lower the number of carry-over referrals to fall 2016 by 36% (8 referrals)
Special Education and Evaluation Services Goal #2	The Education Evaluation and Consultation Center will provide ongoing consultation support to districts in transition to help establish procedurally sound Special Education (SpEd) systems and promote thorough and efficient SpEd referrals/evaluations and practices as demonstrated by use of designated criteria: pre-referral team convening, use of progress monitoring data for decision making, accessing specialist consultation prior to referral meeting, and accuracy of referral documentation for evaluation. Feedback will be gathered from teachers/director as to level of support perceived by recipients of the training through pre and post survey of staff knowledge/understanding of their existing process and impact of changes suggested through the training.
Student and Family Support Services	
LBL Agency Goal #1	Support success for all students by delivering excellent, equitable, efficient and cost effective services.
Student and Family Support Services Goal #1	Provide attendance data, positive interventions (outreach and community resources), and education to school districts, students, and families to improve attendance rates for 75% of the students identified as chronically absent or truant served.

Student and Family Support Services - Continued

Student and Family Support Services Goal #2	Family Support Liaisons will successfully link students and families to community partner services and supports (Youth Service Teams, Oregon Health Plan, Mental Health Agencies, Jackson Street Youth Shelter, Boys and Girls Club) with 95% successful utilization of the identified service.
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Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED INFORMATION

IX.A. Non-Licensed Personnel Information

BOARD MEETING DATE: February 8, 2016

FOR INFORMATION ONLY

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Sandra Fernandez: Educational Assistant 2/ELL, 3.45 hrs, Garfield Elementary School, effective January 14, 2015 (Probationary)

Nancy Shaffer: Career Center Specialist, 8 hrs, Corvallis High School, effective February 1, 2016 (Limited Term)

Jacob Williams: Educational Assistant 2/LRC, 4 hrs, Crescent Valley High School, effective January 13, 2015 (Probationary)

b. Termination/Resignation/Layoff/Retirement:

Nancy Shaffer: Career Center Specialist, 8 hrs, Corvallis High School, effective January 31, 2016 (Retirement)

Laurie Shrock: Kitchen Manager, 7 hrs, Corvallis High School, effective February 26, 2016 (Retirement)

Cherita Wilson: Food Service Assistant, 2 hrs, Cheldelin Middle School, effective January 30, 2016 (Resignation)

CONTACT PERSON: Jennifer Duvall



Corvallis
SCHOOL DISTRICT

IX.B. Administrative Regulation—EFA-AR—Local Wellness/Nutrition
Program—Revised—For Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 8, 2016

FOR INFORMATION

SUBJECT:

Administrative Regulation—EFA-AR—Local Wellness/Nutrition Program—Revised—For Information

Issue: House Bill 2404 (2015) revised Oregon Revised Statute 336.423 to align it with federal standards for meal programs.

This administrative regulation came before the Board for on December 7, 2015 and was pulled by Board Director Vincent Adams. After discussion with district staff it was determined the administrative regulation should move forward to be in compliance with federal standards. However, a committee will be formed to research and review current and future nutrition, wellness, and instructional practices.

Options Considered: Not revising the administrative regulation.

Involvement: District office staff, students, parents, community members, administrators.

Consequences: Current administrative regulation will remain outdated.

Cost Impact: None.

CONTACT PERSON(S): Sharon Gibson, Amy Lesan, Kerry Richey

Local Wellness/Nutrition Program

District Wellness Council

The school district will create a district wellness council to assist the superintendent in the implementation and future revisions of the Local Wellness/Nutrition Program. The council also will serve as a resource to school sites for implementing such policies. The wellness council will meet ~~annually~~ ~~quarterly~~ and consist of a group of individuals appointed by the superintendent representing the school and community and should include a:

- Parent
- Student
- Representative of the school food authority
- Member of the School Board
- School administrator
- Staff member ~~Teacher~~ (including but not limited to physical education and school health care professionals)
- Health professional
- Members of the public or public stakeholder
- ~~Community recreation~~

Definitions

1. “Accompaniment foods” means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons, and condiments.
2. “Combination foods” means products that contain two or more components representing two or more of the recommended food groups: fruit, vegetable, dairy, protein, or grains.
3. “Competitive foods” means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. “Dietary Guidelines for Americans” means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks.
5. “Entree item” means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or

- c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters, and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
6. “Food service area” means any area in which NSLP or SBP meals are either served or eaten.
7. “Meal period” means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
8. “Nutrition education” means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
9. “Oregon Smart Snacks”¹ means the minimum nutrition standards for competitive foods and beverages.
- a. Food items, including accompaniment foods, must:
 - (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
 - (2) Have as the first ingredient, one of the non-grain major food groups: fruits, vegetables, dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
 - (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
 - (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
 - (5) Contain 10 percent of the Daily Value of a nutrient of public health concern based on the most recent *Dietary Guidelines for Americans* (e.g., calcium, potassium, vitamin D, or dietary fiber)²; and
 - (6) Meet all the competitive food nutrient standards:
 - (a) Calories:
 - (i) Snacks contain no more than:
 - 1) 150 calories as packaged or served for elementary level;
 - 2) 180 calories as packaged or served for middle school level;
 - 3) 200 calories as packaged or served for high school level.
 - (ii) Entrees contain no more than 350 calories as packaged or served.
 - (b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served. Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat, and seafood with no added fat.

¹Oregon Department of Education, www.ode.state.or.us

²Effective for the period through June 30, 2016. Effective July 1, 2016, this criterion is obsolete and may not be used to qualify as a competitive food.

- (c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served. Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
- (d) Transfat: contains 0 grams of trans fat per item as packaged or served.
- (e) Sugar must be no more than 35 percent by weight. Exempt from the sugar standard are:
 - (i) Dried fruits or vegetables; and
 - (ii) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
- (f) Sodium: Snacks contain no more than 230 mg sodium³ per item as packaged or served. Entrees contain no more than 480 mg sodium per item as packaged or served.
- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
 - (i) Fresh, canned, and frozen fruits or vegetables with no added ingredients except water;
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup;
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes;
 - (i) Entrees in same or smaller portion served on the day or the day following in the NSLP or SBP are exempt from the nutrient standards for:
 - i) Calories;
 - ii) Total fat;
 - iii) Saturated fat;
 - iv) Transfat;
 - v) Sodium; and
 - vi) Sugar.

b. Beverages must be:

- (1) For elementary level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Low-fat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
 - (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
 - (e) Full strength fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;

³On July 1, 2016, the sodium standard will reduce to 200 mg per item as packaged or served.

- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.
- (2) For middle school level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Low-fat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
 - (e) Full strength fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
- (3) For high school level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
 - (e) Full strength fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 150 calories;
 - (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
 - (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

10. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.

11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls, and candy.

~~II. NUTRITIONAL QUALITY OF FOODS AND BEVERAGES SOLD AND SERVED ON CAMPUS~~

~~A. School Meals~~

- ~~1. Meals served through the National School Lunch and Breakfast programs will meet all federal and state requirements.~~
- ~~2. The district will have information available for parents and students about the nutritional content of meals. Schools will disseminate this information to parents.~~
- ~~3. Breakfast To ensure that all children have a healthy breakfast, either from outside of school or at school, in order to meet their nutritional needs and enhance their ability to learn:~~
 - ~~a. Schools will, to the extent possible, operate the School Breakfast Program.~~
 - ~~b. Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, which may include serving breakfast before school, in the classroom, or during morning break or recess.~~
 - ~~c. Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.~~
 - ~~d. Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.~~
 - ~~e. Schools will provide students with at least ten minutes to eat after sitting down for breakfast.~~
- ~~4. Lunch~~
 - ~~a. Schools will provide students with at least 20 minutes to eat after sitting down for lunch.~~
 - ~~b. Schools should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11:00 a.m. and 1:30 p.m.~~
 - ~~c. When scheduling club, tutoring, or organizational meetings during meal times, schools will ensure that students have time to get a meal from the cafeteria and be allowed to eat during the activity.~~
 - ~~d. Schools will assure that students are encouraged to finish their meals before hurrying out to recess.~~

~~B. Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals such as through vending machines, cafeteria a la carte lines, fundraisers, school stores) Beginning with the 2008-09 school year, all food and beverage items (except those as part of the United States Department of Agriculture’s National School Lunch Program and/or School Breakfast Program or at times when the school is being used for school related events or non school related events for which parents and other adults are a significant part of an audience are a significant part of an audience or are selling food or beverage items before, during, or after the event such as sporting event, interscholastic activity, a play, band or choir concert), sold in a K-12 public school as part of the regular or extended school day shall meet minimum standards as set forth in state law.~~

- ~~1. Elementary Schools The school food services program will approve and provide all food and beverage sales to students in elementary schools during the school day. Food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.~~
- ~~2. Middle Schools In middle schools all foods and beverages sold individually in student access areas outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:~~
 - ~~a. Beverages Water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain fruit juice and do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free milk and nutritionally equivalent nondairy beverages (to be defined by USDA) will be allowed.~~
 - ~~b. Foods~~
 - ~~1) A food item sold individually:~~
 - ~~• Will have no more than 35 percent of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10 percent of its calories from saturated and trans fat combined;~~
 - ~~• Will have no more than 35 percent of its weight from added sugars.~~
 - ~~2) The district will work toward providing food items with reduced sodium content.~~
 - ~~3) A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold.~~

- ~~c. Portion Sizes~~ Middle schools will limit portion sizes of foods and beverages sold individually to those listed below:
- ~~1) One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;~~
 - ~~2) Two ounces for cookies;~~
 - ~~3) Three ounces for cereal bars, granola bars, muffins, bagels, and other bakery items;~~
 - ~~4) Sixteen fluid ounces for beverages, excluding water. The district will work to serve smaller ounce beverage sizes as they become available.~~
 - ~~5) The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion size limits.~~
- ~~3. High Schools~~ During the school day high schools will the federal guidelines regarding foods and beverages of minimum nutritional value which are sold in all student access areas. Following the first year of this administrative regulation, the district will work towards removing all soft drinks in student access areas.
- ~~4. Snacks~~
- ~~a. Snacks served during the school day or in after school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water or milk as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.~~
 - ~~b. If eligible, schools that provide snacks through after school programs will pursue receiving reimbursements through the National School Lunch Program.~~
- ~~5. Rewards and Celebrations~~ When food is used as a reward for academic performance, good behavior, or school-based celebrations, the district will encourage the use of foods that meet nutritional standards as defined in this policy.
- ~~6. School Sponsored Events~~ (such as, but not limited to, athletic events, dances, or performances) Food and beverages offered or sold at school-sponsored events outside the school day will offer healthy options for meals or for foods and beverages sold individually.

Nutrition Promotion and Nutrition Education

~~C. Nutrition Education within a Comprehensive Health Education Program~~

To develop the skills and knowledge necessary to maintain lifelong healthy eating and physical activity patterns, all students in grades K-12 will receive annual, skills-based nutrition education as part of their comprehensive health education curriculum.

1. This will be offered to all students in grades K-12 as part of a sequential, comprehensive, and standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.
2. Health education programs will be delivered by a certified health educator or an appropriately trained elementary educator in order to meet Oregon Department of Education (ODE) content and assessment standards.
3. All curriculum material used in health education will be evidence~~d~~ or research based.
4. Nutrition education and nutrition promotion will be supported by all staff working in the Corvallis School District.

Nutrition Guidelines and Food Services Operation

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities.
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply.
3. The school's NSLP and SBP maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act.
4. The school's NSLP and SBP operate to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations.
7. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items.
8. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.
9. Modified meals are prepared for students with special food needs:
 - a. The district will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food or foods to be omitted and the food or choice of foods that must be substituted;
 - b. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietitian or nurse practitioner. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of food(s) that may be substituted in place of the lunch or breakfast menu being served.
10. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation, and workplace safety.
11. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:

- a. Tables and chairs are of the appropriate size for students;
- b. Seating is not overcrowded;
- c. Students have a relaxed environment;
- d. Noise is not allowed to become excessive;
- e. Rules for safe behavior are consistently enforced;
- f. Tables and floors are cleaned between meal periods;
- g. The physical structure of the eating area is well maintained;
- h. Appropriate supervision is provided.

12. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks nutrition standards. The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

Other Foods Offered or Sold

Foods and beverages sold or offered in classrooms (e.g., celebrations, rewards) or school-sponsored activities during the school day shall follow the Oregon Smart Snacks standards unless otherwise exempt by state law. Food and beverage items sold after the school day as part of an approved school fund-raising event are not required to meet minimum state requirements. Foods sold to the public as part of a fundraising event must meet Benton County Health Department regulations.

Family and Community Involvement

D. ~~Communications with the Community~~

1. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children.
2. The district/schools should encourage parents to pack healthy lunches and snacks that do meet the above nutrition standards for individual foods and beverages.
3. The district will have information available for parents and students about the nutritional content of meals. Schools will disseminate this information to parents.
4. The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support

parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports may include sharing information about physical activity and physical education through websites, newsletters, physical education homework, or event announcements.

~~a website, newsletter, or other take-home materials, special events, or physical education homework.~~

Safe Routes to School

1. The district will work with community partners, including city transportation, public safety, police, and health departments regarding infrastructure and non-infrastructure efforts.
2. The district will explore the availability of local, state, and federal "safe routes to school" program funds to support and sustain active transportation to and from schools.

Physical Education/Activity

~~III. PHYSICAL ACTIVITY OPPORTUNITIES AND PHYSICAL EDUCATION~~

1. Daily Physical Education K-8
 - a. All students in grades K-8 will be provided weekly physical education for the entire school year.
 - b. Physical education programs will be delivered by a certified physical education teacher or an appropriately trained elementary educator in order to meet ODE content and assessment standards.
 - c. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
2. Daily Physical Education 9-12
 - a. All students in grades 9-12 must complete a minimum of two one-credit classes in order to meet graduation requirements. Successful completion of classes developed within the district physical education curriculum meet this two-credit requirement.
 - b. Students may elect to take an approved alternate route in earning their second physical education credit. To be considered for credit the learning experience must compare with normal requirements of a traditional, classroom-based class in terms of time, effort, content (ODE standards met), and level of difficulty. Students will develop a learning contract that outlines how the state standards will be addressed and how they will demonstrate proficiency.
 - c. All physical education programs will be delivered or evaluated by certified physical education teachers in order to meet ODE content and assessment standards.
3. Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to practice fully embrace regular physical activity as healthy a personal behavior, students need opportunities for physical activity beyond physical education class. Opportunities include: ~~Toward that end:~~

- a. Classroom health education will complement physical education by reinforcing the knowledge and skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities (e.g., electronics use); such as watching television;
- b. Integrated opportunities for physical activity are encouraged through its incorporation into other subject lessons; and
- c. Classroom teachers will be encouraged to provide short physical activity breaks between lessons or classes, as appropriate; and
- d. Extended periods of inactivity should be discouraged (i.e., periods of two or more hours). When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students moderate physical activity periodic breaks.
during which they are encouraged to be moderately active.

4. Daily Recess

All elementary schools will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools encourage—verbally and through the provision of space, equipment, and activities—moderate to vigorous physical activity.

5. Physical Activity and Punishment

- a. ~~Staff Teachers~~ will not use physical activity (e.g., running laps, pushups) or regularly withhold students from recess as punishment.
- b. Community personnel hired by the district will use physical activity to improve fitness and develop athletic skills.
build endurance, develop athletic skills, and to increase aerobic fitness.

6. Physical Activity Opportunities Before and After School

The district will offer, or partner with community organizations to offer, extracurricular physical activity programs, such as physical activity clubs, intramural programs, or interscholastic sports when appropriate and if at all possible.

- a. After-school child care and enrichment programs will provide and encourage—verbally and through the provision of space, equipment, and activities—daily periods of moderate to vigorous physical activity for all students.
- b. Enrichment programs that do not easily provide opportunities for moderate to vigorous physical activity, such as chess club, will reinforce that physical activity needs to be included in the pursuit of interests or hobbies.

~~G. Safe Routes to School~~

- ~~1. When appropriate, the district will work together with local public works, public safety, and/or police departments regarding in those efforts.~~
- ~~2. The wellness council will explore the availability of federal “safe routes to school” funds administered by the state department of transportation, to finance such improvements.~~

School Employee Wellness⁴

The district's school employee wellness program may include the following:

1. Health promoting activities that are based on employees' needs and interests.
2. Supportive social and physical environments that improve and/or maintain individual and district-wide wellness.
3. Access to resources such as employee assistance programs, emergency care, and benefit programs that help employees balance work and family life.
4. Education and resources regarding health care decisions.
5. Wellness opportunities that may include, but are not limited to, health assessments, informational materials, presentations and workshops on healthy behaviors, and programs that promote fitness, healthy eating, and stress management.

The district encourages participation from all employees. The Staff Wellness Team will meet quarterly to review program objectives and actions plans, evaluate, and update as needed.

Monitoring and Policy Review

IV. MONITORING AND POLICY REVIEW

1. Monitoring
The superintendent or designee will annually assess compliance with established district-wide nutrition and physical activity wellness plan.
 - a. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.
 - b. School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent or designee (or if done at the school level, to the school principal).
2. District Wellness Council
The superintendent or designee will work with the district wellness council to develop a summary report every two years using the information collected by the superintendent's policy compliance assessment with the district's established nutrition and physical activity wellness policies. The wellness council will offer ~~problem-solving support or~~ resources to compliance concerns that are assessed by the superintendent. Schools, programs, and/or school-community partnerships that exceed policy requirements will be highlighted in the report to the Board. That report will be provided to the School Board and posted on the district web site.

⁴[This language is optional and not required by state or federal law.]



Corvallis

SCHOOL DISTRICT

- X. EXECUTIVE SESSION - The Board will meet in Executive Session at 5:45 p.m. under ORS 192.660(2)(i) - Superintendent's mid-year evaluation/check-in on goals.
- XI. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841